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ABSTRACT

The school media center should be considered as the center of the curriculum wheel with librarians working together with teachers to assist in providing appropriate instructional materials. Media to be utilized in teaching-learning situations must follow accepted criteria from the psychology of learning, but school librarians have an important role in guiding and assisting teachers to select media which secure the interests of students, emphasize meaning in learning, stress purposeful experiences, provide for individual differences, and achieve balance among objectives. The school librarian also needs to be well versed in diverse philosophies of teaching to assist teachers in guiding optimal student progress. These include subject centered methods, measurably stated objectives approaches, decision-making strategies, and problem solving procedures. These philosophies may be utilized as the need arises, but should provide for individual learning styles of students. (10 references) (EW)

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THE SCHOOL LIBRARY AND THE CURRICULUM

The school library should be considered as the center of a wheel. From this center spokes in the wheel radiate in the direction of diverse and all curriculum areas in the school setting. Thus, the library provides services in their diverse manifestations. Professionally trained librarians possess knowledge, skills, and attitudes to provide quality services to teachers and students in ongoing lessons and units of study. Principals and supervisors are strong supporters of school libraries in different ways. Thus, adequate inservice educational opportunities are available to librarians. Audio-visual materials and reading materials are in abundance in the school library due to supportive efforts and endeavors of principals and supervisors. Administrators then accept school librarians as true professional colleagues in developing the curriculum. Quality human relations are in evidence between the principal/supervisor and librarians. Open avenues of communication are in evidence. Librarians feel free to discuss problems involving library work with school administrators. Librarians are encouraged to submit orders for needed materials. Each order harmonizes with materials necessary to develop a quality curriculum which provides for individual differences in the class setting.

Librarians, Teachers, and Students

Each librarian must have ample opportunities to know which units of study are being emphasized in the different classrooms within a school. Teachers and librarians need to meet together periodically to discuss objectives for units of study taught by the former. In a school with a

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large enrollment, the librarian may wish to meet with teachers of a grade level at a specific time. Sequentially, the librarian meets with other teachers of a particular grade level. With clarity of objectives, teachers and librarians plan means of attaining these objectives. The librarian assists teachers to become knowledgeable of and to select appropriate instructional materials. These materials are then utilized by teachers to guide students to achieve relevant goals.

The librarian should inform teachers of concrete (objects, models, realia, and manipulative), semi-concrete (video-tapes, films, filmstrips, video-discs, slides, pictures, and study prints), as well as abstract (tapes, textbooks, library books, records, transistor radio with head phones, and encyclopedias) materials.

Media to be utilized in teaching-learning situations must follow accepted criteria from the psychology of learning. Media selected by teachers with librarian assistance should be interesting to students. If learners perceive interest in learning, effort will be put forth to achieve vital objectives. Interest and effort then become one and not separate entities. Attending to the media presentation in the classroom setting requires the interests of students. All things being equal, students achieve at a higher rate if interest is present, as compared to a lack of interest, in learning.

Secondly, students need to perceive meaning in ongoing lessons and units involving specific media. Learners then understand that which is being taught. To be meaningful, learners comprehend subject matter content. The ideas acquired make sense and can be utilized in new situations.

Thirdly, students need to perceive purpose in learning. Reasons then are accepted by the student for participating in a given learning activity. The accepted reasons for participation are intrinsic to the student. The goals of the teacher and of the student become one as the purpose of the learning activity is accepted.

Fourthly, individual differences need to be provided for. Slow, average, and fast learners have their abilities challenged adequately with ongoing learning activities. Each understands subject matter being learned and at the same time new goals and objectives are being achieved.

Fifthly, balance among objectives in teaching students is salient. Three types of objectives should then be in the offing. Understandings objectives emphasize students attaining vital facts, concepts, and generalizations. Skills objectives stress developing students' abilities in listening, speaking, reading, writing, and thinking. Attitudinal goals advocate learners achieving positively in feelings, values, and attitudes. Each category of objectives influences the other, such as positive attitudes assisting students to achieve more optimally in understandings and skills ends.

The school librarian then has important roles in guiding and assisting treachers to select media which

1. secure interests of students.
2. emphasize meaning in learning.
3. stress purposeful experiences.
4. provide for individual differences.
5. achieve balance among objectives.

Philosophy of Teaching, the School Librarian, and Teachers

The school librarian needs to be well versed in diverse philosophies of teaching to assist teachers to guide optimal student progress.

First of all, a subject centered curriculum may be emphasized. Thus, students acquiring vital subject matter becomes a primary objective. Salient facts, concepts, and generalizations become paramount as goals to emphasize in the curriculum. Intellectual development of the learner is important. Subject matter is selected in terms of being relevant, as well as guiding mental development of students. Student progress is evaluated in terms of vital subject matter achieved. The school librarian then has a significant role to select media for teachers which guide optimal learner progress in subject matter acquisition.

A second philosophy stresses the utilization of measurably stated objectives in the curriculum. Students here have predetermined objectives to achieve. These may be state mandated, instructional management systems (IMS), and/or mastery learning. The measurably stated ends, after instruction, reveal through testing if a student has or has not been successful in goal attainment. The school librarian needs to assist teachers and students to select mmaterials which guide the latter in achieving the precise objectives. If a student does not achieve a measurably stated objective, the librarian may suggest alternative materials to the teacher to utilize in helping the former to be successful in learning.

A third philosophy of teaching emphasizes a decision-making strategy. A learning centers strategy of teaching may then be emphasized. An adequate number of centers need to be in evidence in the classroom. Each center should have four or five tasks for learners to pursue. Enough tasks are available so that students may omit those which are perceived to lack purpose and interest. The student sequences his/her own activities and experiences. A psychological, rather than a logical, curriculum is then in evidence.

With decision-making strategies, the student selects sequential tasks whether they be subject centered, measurably stated ends, or problem solving. The learner may also choose tasks which involve individual or committee pursuits.

The school librarian has important responsibilities in helping teachers secure a variety of reading and nonreading materials (audio-visual materials) for the diverse learning centers.

A fourth philosophy in teaching stresses problem solving procedures. The teacher guides students to identify and clarify vital problems, gather data from a variety of reference sources to solve the problem, develop a hypothesis from the data gathered, test the hypothesis with additional study, and revise the hypothesis if needed.

The school librarian needs to suggest library materials available for data gathering to solve problem areas.

Subject centered, measurably stated, decision-making, and problem solving represent diverse strategies to utilize in teaching-learning situations. The school librarian must understand each of these

philosophies of instruction. He/she might then be highly effective in providing materials for ongoing lessons and units.

Recommended Specific Services of Librarians

There are numerous specific services which school librarians may provide. Among others, the following appear salient:

1. assisting students to secure library books desired for recreational reading.
2. guiding teachers to select materials for new and ongoing lessons and units.
3. providing story telling experiences for young learners.
4. planning with teachers possible new services for the library to provide.
5. working cooperatively with teachers and principals to develop guidelines for implementation in buying need library supplies and materials.
6. improving the holdings of the library to emphasize an instructional materials center.
7. integrating increasingly the school library with the diverse curriculum areas taught in the educational arena.
8. encouraging input from teachers, students, and administrators on ways to improve library services.
9. engaging in inservice opportunities to increasingly become a truly professional librarian.
10. encouraging the use of library services for all involved in the educational endeavors of students.

In Closing

The school library must be the focal point of materials available to educate students in the school setting. Librarians need to work cooperatively with teachers to provide needed materials for lessons and units in the school curriculum. Quality rapport is needed for librarians, teachers, supervisors, and principals to plan and implement a relevant curriculum for students.

Concrete, semi-concrete, and abstract learning opportunities should be available to students. These three types of activities must be an inherent part of the library holdings. The school librarian should assist teachers to provide interesting, meaningful, and purposeful learning opportunities in ongoing lessons and units. Individual differences need adequate provision in the classroom. Balance among understandings, skills, and attitudinal objectives is a must in teaching-learning situations.

Philosophies of education utilized should assist each student to achieve optimally. The following philosophies may be utilized as the need arises:

1. subject centered methods.
2. measurably stated objectives approaches.
3. decision-making strategies.
4. problem solving procedures.

The philosophy accepted should provide for individual learning styles of students. The school librarian needs to assist teachers in utilizing materials effectively to emphasize philosophies which guide optimal student achievement.

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